

## Marrington Elementary

101 Gearing Street  
Goose Creek, SC 29445

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	343 Students	
<b>Principal</b>	Roy D. Hoyle	843-572-3373
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Kathleen Bounds	843-761-5437

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	43	24	2	0

## IMPROVEMENT RATING

**EXCELLENT**

## ADEQUATE YEARLY PROGRESS

**YES**

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Good	Average	Yes
<b>2005</b>	Good	Below Average	Yes
<b>2006</b>	Good	Excellent	Yes

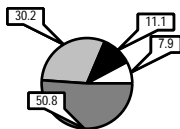
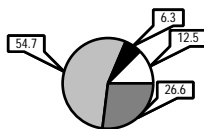
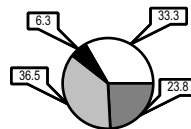
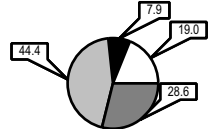
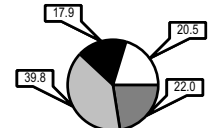
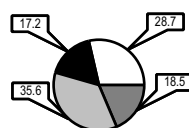
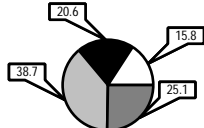
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	76	100.0	7.9	30.2	50.8	11.1	76.2	Yes	Yes
<b>Gender</b>									
Male	31	100.0	3.8	38.5	50.0	7.7	84.6	N/A	N/A
Female	45	100.0	10.8	24.3	51.4	13.5	70.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	45	100.0	10.5	23.7	52.6	13.2	76.3	I/S	Yes
African American	26	100.0	4.5	45.5	45.5	4.5	72.7	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	67	100.0	5.6	27.8	55.6	11.1	83.3	N/A	N/A
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	76	100.0	7.9	30.2	50.8	11.1	76.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	75	100.0	7.9	30.2	50.8	11.1	76.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	46	100.0	10.8	29.7	51.4	8.1	64.9	I/S	Yes
Full-pay meals	30	100.0	3.8	30.8	50.0	15.4	92.3	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	76	100.0	11.1	55.6	27.0	6.3	55.6	Yes	Yes
<b>Gender</b>									
Male	31	100.0	0.0	69.2	26.9	3.8	46.2	N/A	N/A
Female	45	100.0	18.9	45.9	27.0	8.1	62.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	45	100.0	10.5	50.0	31.6	7.9	65.8	I/S	Yes
African American	26	100.0	13.6	68.2	13.6	4.5	36.4	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	67	100.0	9.3	53.7	29.6	7.4	57.4	N/A	N/A
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	76	100.0	11.1	55.6	27.0	6.3	55.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	75	100.0	11.1	55.6	27.0	6.3	55.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	46	100.0	16.2	51.4	29.7	2.7	51.4	I/S	Yes
Full-pay meals	30	100.0	3.8	61.5	23.1	11.5	61.5	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	76	100.0	33.3	36.5	23.8	6.3	30.2
<b>Gender</b>							
Male	31	100.0	38.5	34.6	19.2	7.7	26.9
Female	45	100.0	29.7	37.8	27.0	5.4	32.4
<b>Racial/Ethnic Group</b>							
White	45	100.0	23.7	39.5	26.3	10.5	36.8
African American	26	100.0	50.0	31.8	18.2	0.0	18.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	67	100.0	31.5	37.0	24.1	7.4	31.5
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	76	100.0	33.3	36.5	23.8	6.3	30.2
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	75	100.0	33.3	36.5	23.8	6.3	30.2
<b>Socio-Economic Status</b>							
Subsidized meals	46	100.0	37.8	35.1	18.9	8.1	27.0
Full-pay meals	30	100.0	26.9	38.5	30.8	3.8	34.6

<b>Social Studies</b>							
All Students	76	100.0	19.0	44.4	28.6	7.9	36.5
<b>Gender</b>							
Male	31	100.0	19.2	38.5	38.5	3.8	42.3
Female	45	100.0	18.9	48.6	21.6	10.8	32.4
<b>Racial/Ethnic Group</b>							
White	45	100.0	18.4	39.5	28.9	13.2	42.1
African American	26	100.0	22.7	50.0	27.3	0.0	27.3
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	67	100.0	14.8	46.3	29.6	9.3	38.9
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	76	100.0	19.0	44.4	28.6	7.9	36.5
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	75	100.0	19.0	44.4	28.6	7.9	36.5
<b>Socio-Economic Status</b>							
Subsidized meals	46	100.0	21.6	40.5	35.1	2.7	37.8
Full-pay meals	30	100.0	15.4	50.0	19.2	15.4	34.6

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	81	98.8	11.6	24.6	50.7	13.0	63.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	100.0	7.9	30.2	50.8	11.1	61.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	81	100.0	10.0	52.9	27.1	10.0	37.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	100.0	11.1	55.6	27.0	6.3	33.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	81	100.0	18.6	37.1	32.9	11.4	44.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	100.0	33.3	36.5	23.8	6.3	30.2
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	81	100.0	11.4	45.7	28.6	14.3	42.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	100.0	19.0	44.4	28.6	7.9	36.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 343)</b>				
First graders who attended full-day kindergarten	97.5%	Down from 100.0%	100.0%	100.0%
Retention rate	1.0%	Down from 2.3%	2.2%	2.8%
Attendance rate	96.8%	Up from 96.7%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.1%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.3%	0.0%
Eligible for gifted and talented	9.8%	Up from 9.6%	17.4%	10.4%
On academic plans	N/A	N/AV	25.8%	33.6%
On academic probation	N/A	N/AV	0.6%	1.0%
With disabilities other than speech	2.9%	Up from 2.3%	7.2%	7.5%
Older than usual for grade	0.3%	Up from 0.2%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 22)</b>				
Teachers with advanced degrees	54.5%	Up from 46.4%	56.5%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	4.5%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	81.6%	Down from 83.7%	88.6%	87.3%
Teacher attendance rate	96.3%	Up from 94.9%	94.8%	94.9%
Average teacher salary	\$51,895	Up 8.3%	\$43,496	\$42,485
Prof. development days/teacher	7.9 days	Up from 7.3 days	12.0 days	13.3 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 20.8 to 1	20.0 to 1	18.6 to 1
Prime instructional time	92.3%	Up from 90.8%	90.2%	89.7%
Dollars spent per pupil*	\$6,283	Down 15.2%	\$5,971	\$6,557
Percent of expenditures for teacher salaries*	55.6%	Up from 54.8%	65.3%	64.0%
Percent of expenditures for instruction*	61.0%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Up from Below Average	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	2.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Marrington Elementary School, a pre-K - 3 school, continues to offer many opportunities for student and family participation, Math Super Stars, regularly scheduled grade level Math Bees, Marrington Elementary Chorus, Midweek with Marrington News Team, and various PTO sponsored family activities.

Marrington offers the Success Maker computer program for remediation and enrichment in reading and math, which is available both in the computer labs and the classroom. Marrington has two up-to-date computer labs and has a full-time lab assistant who works with students and the teacher of each class to plan for students' maximum achievement. All classes are equipped with Internet access and up-to-date computers with e-mail capabilities. A hands-on math/science lab is available for teachers to use on a sign-up basis. Middle school students tutor and mentor through the Middle School Beta Club. A gifted and talented program is available for third grade students who qualify. Reduced class size is a priority at Marrington, and many teachers regularly tutor after school.

Military personnel comprise almost 100% of the Marrington population. A military community brings with it a number of advantages. All families have at least one working parent in the home. A military population includes a diverse population with various ethnic groups living side-by-side. However, the transient nature of the military community makes it difficult to track student achievement. Because of the mobile nature of the community, students enter at various times of the year and miss the benefits of the instruction that has taken place earlier.

Marrington Elementary has an excellent volunteer program. The PTO provides a parent volunteer coordinator. A parent workroom is available for volunteers with small children. The parent room is equipped with TV, VCR, and toys for toddlers, as well as storage space and material for volunteer work.

Marrington Elementary's highly professional staff boasts of one earned doctorate, three National Board Certified teachers, several candidates for National Board Certification, and many teachers with advanced degrees. The average years experience of the Marrington Elementary certified staff is 25 years.

For the fourth consecutive year, Marrington Elementary has been recognized by the state Education Oversight Committee for closing the achievement gap among students of differing economic, racial, and ethnic groups.

Roy D. Hoyle, Principal  
Cyndi Spindler, Chair, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	24	74	42
Percent satisfied with learning environment	100.0%	79.2%	77.5%
Percent satisfied with social and physical environment	100.0%	83.8%	90.5%
Percent satisfied with school-home relations	95.8%	89.2%	76.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.